DOCUMENT RESUME

ED 307 012 JC 890 261

TITLE	Building Communities: A Vision for a New Century. AACJC National Teleconference Live via Satellite (Washington, DC, November 22, 1988). The American Seminar V Teleconference Workbook.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE	22 Nov 88
NOTE	35p.; For the Futures Commission report discussed at this teleconference, see ED 293 578.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160) -- Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Agency Role; College Planning; *College Role; Community Colleges; *Educational Objectives; *Educational Quality; *Futures (of Society); Professional Associations; State Agencies; Two Year Colleges
IDENTIFIERS	*Building Communities (AACJC)

ABSTRACT

In November 1988, the American Association of Community and Junior Colleges (AACJC) conducted an interactive video teleconference via satellite from Washington, D.C., to encourage community college practitioners from across the country to examine the recommendations in the report of the Commission on the Future of Community Colleges, "Building Communities: A Vision for a New Century." This workbook was designed to accompany the teleconference. It includes a conference program, Ernest L. Boyer's overview of the Futures Commission's report, and a checklist that encourages participants to rate their institutions in terms of the Commission's recommendations concerning students, faculty, curriculum, instruction, college campus, community partnerships, leadership, and assessment. In addition, the workbook contains results from a survey of 150 prominent community college leaders who were asked to assign priority to the 63 recommendations made by the Commission. This section lists the top 20 recommendations for local colleges, which focus on such goals as good teaching, high quality faculty, and student assessment; state agencies, which relate to such issues as funding, economic development, and affirmative action; and the AACJC, which suggest activities in the areas of leadership development, equal opportunity for minorities and women, and institutional advancement. The next section offers brief descriptions of 7 state initiatives and 11 institutional initiatives responding to the Futures Commission's recommendations. Finally, excerpts from several speeches by Futures Commission members are presented. (ALB)

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THE AMERICAN SEMINAR V

BUILDING COMMUNITIES

A Vision For A New Century

TELECONFERENCE WORKBOOK

AACJC National Teleconference

Live via Satellite from Washington, D.C.

November 22, 1988

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Community and Junior Colleges

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Teleconference Program Inside

The American Seminar V

BUILDING COMMUNITIES

A Vision For A New Century

Teleconference Workbook

American Association of Community and Junior Colleges
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THE AMERICAN SEMINAR V

BUILDING COMMUNITIES

A Vision For A New Century

Welcome to the Teleconference

Today you and your colleagues are joining with your counterparts at community, technical, and junior colleges across the country to participate in this interactive "faculty meeting" by satellite. The purpose of this American Seminar V is to examine the recommendations in the report of the Commission on the Future of Community Colleges, *Building Communities: A Vision For A New Century,* in terms of their implications for how community colleges can best serve the nation's needs in the years ahead.

Through interactive dialogue between Commission members and participating community colleges, teleconference discussion, moderated by AACJC president Dale Parnell, will concentrate on how and why the Futures Commission determined the recommendations and challenges set out within the *Building Communities* report.

The teleconference goal is to set the stage for individual colleges to chart their own courses through the decade of the 1990s and into the 21st century. . .to develop their own action agendas for follow-through on the range of challenges presented by the Commission. . .and to do so based upon understanding the importance of their actions to their community and to the nation.

Following the national telecast, participants at college downlink sites will continue to discuss the Futures Commission recommendations from the unique perspectives of their own institutions. This *Building Communities Teleconference Workbook* is provided as a resource for that dialogue and subsequent actions.

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BUILDING COMMUNITIES

A Vision For A New Century

Teleconference Workbook

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The American Seminar V has been made possible, in part, by grants from

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TELECONFERENCE PROGRAM

THE AMERICAN SEMINAR V

BUILDING COMMUNITIES

A Vision For A New Century

An AACJC interactive video teleconference via satellite from Washington, DC

Tuesday, November 22, 1988

(All times are Eastern Standard Time)

2:30 pm **Local Introductory sessions** to prepare participants for the content and process of the teleconference. Time, length, and format vary from college to college.

3:00 pm **Welcome to The American Seminar V**
Introduction of AACJC's Commission on the Future of Community Colleges

David H. Ponitz, President, Sinclair Community College
Chair, AACJC Board of Directors

Sen. Nancy L. Kassebaum (R-KS)
Honorary Chairman

Ernest L. Boyer
Chairman

Harold D. Albertson
Richland College

Wilhelmina R. Delco
Texas Legislature

Nolen M. Ellison
Cuyahoga Community College District

Paul A. Elsner
Maricopa Community College District

Marvin Feldman
Fashion Institute of Technology

Alfred P. Fernandez
Coast Community College District

R. Jan LeCroy
Dallas Citizens Council

Frank Newman
Education Commission of the States

Wayne T. Newton
Kirkwood Community College

Terry O'Banion
The League for Innovation in the Community College

*Dale Parnell
President, AACJC

*David R. Pierce
Illinois Community College Board

David H. Ponitz
Sinclair Community College

George E. Potter
Jackson Community College

Beverly S. Simone
Western Wisconsin Technical College

*Lawrence W. Tyree
Dallas County Community College District

*ex officio

TELECONFERENCE PROGRAM

3:05 pm **Opening Remarks**

Sen. Nancy L. Kassebaum (R-KS)
Honorary Chairman
Commission on the Future of Community Colleges

Ernest L. Boyer
President, Carnegie Foundation for the Advancement of Teaching
Chairman, Commission on the Future of Community Colleges

3:10 pm **Building Communities: Understanding the Commission's Recommendations**

Moderator: Dale Parnell, President
American Association of Community and Junior Colleges

Telephone lines will be open for entire teleconference

Questions for Discussion:

1. Why is this Commission report important? How does it differ from previous reports?
2. Why did the Commission choose the theme **Building Communities** as a rallying point?
3. What will community colleges look like in the year 2010? How will they be different than today?
4. Will the community college of the future be able to recruit and retain top quality faculty?
5. How will a "common core of learning" effect requirements in place for current degree programs?
6. What will the priority curriculum area be in the year 2010?
7. Can we realistically meet the challenge to improve intergroup human relations?
8. Will the educational integrity of our colleges be jeopardized by alliances with employers to provide services to their businesses and industries?
9. In what innovative ways will the community college of the future keep the workforce up-to-date and well-educated?
10. Can we realistically achieve the quality and quantity of partnerships recommended by the Commission's report?
11. Why has the Commission placed heavy emphasis on the need for international perspectives, given the traditional role of community colleges to serve locally?
12. How will the community college of the future be funded? Public financing? Business and industry? Individuals?

3:55 pm **Concluding Remarks**

David H. Ponitz
Dale Parnell

4:00-4:30 pm **Optional Question Period (Telephone Lines Open)**

Panelists and studio guests will remain on camera to respond to additional telephone questions from participating colleges.

4:30 pm **Teleconference Concludes**

"A nation is never finished. You can't build it and then leave it standing as the Pharaohs did the pyramids. It must be recreated for each new generation by believing, caring men and women. It is now our turn. If we don't care, nothing can save the nation. If we do believe and care, nothing can stop us."

John W. Gardner

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AN INTRODUCTION TO THE FUTURES COMMISSION'S REPORT

by Ernest L. Boyer

On behalf of the Commission on the Future of Community Colleges, I am pleased to present our report, *Building Communities: A Vision for a New Century.* The deliberations of the Commission were long, and sometimes intense, but after more than 100 hours, we reached a consensus and emerged with a report I hope you will find both useful and inspiring as you guide your institutions toward the twenty-first century.

When we began our work two years ago, commissioners shared unanimously the conviction that America's community, technical, and junior colleges are a treasure to the nation. This network of "people's colleges," one that stretches from coast-to-coast, serves almost half the students who enroll in postsecondary education. Community colleges offer hope to more minority students and provide more opportunities for lifelong learning than any other sector of higher education.

We celebrate the stunning achievements of these essential institutions that have contributed so consequentially to the economic and civic vitality of the nation. Indeed, we believe that if America did not have community colleges, we surely would have to invent them.

But the celebration of past achievements is not sufficient; our task, and the central concern of the Commission, is to begin to shape the future of these vital institutions in the year 2000 and beyond.

In America today, cultural separations and racial tensions are increasing. Families are unstable, and many neighborhoods, large and small, have lost their identity. The sense of community has eroded. For these reasons, the Commission chose the theme "building communities" as the central theme of our report, a theme which may, we believe, also serve as a rallying point for the 1,200 community colleges in the nation. And in our report, we define the term community as not just a region to be served, but as a climate to be created—in the classroom, on campus, in the neighborhood, and in the nation as a whole. To accomplish this objective we set forth over 60 recommendations in our report, several of which I would like to highlight briefly for you today.

"The term 'community' is not just a region to be served, but a climate to be created in the classroom, on campus, in the neighborhood, and in the nation as a whole."

First, the students. There is no other institution in the world more committed to the advancement of students than the community college. And we say in our report that community colleges have an urgent obligation to continue to serve the least advantaged. We are, quite frankly, deeply troubled that 30 years after the Kerner Commission warned of the consequences of racism and poverty in the United States,

Dr. Boyer is chairman of AACJC's Commission on the Future of Community Colleges. These are remarks he delivered at the 68th Annual Convention, American Association of Community and Junior Colleges, Las Vegas, Nevada, April 1988.

this nation is even more divided between the winners and the losers.

We conclude that community colleges should work aggressively with surrounding schools to make connections with disadvantaged students while they are still in junior high.

Further, all community colleges should, we say, launch comprehensive, first-year orientation and advising programs to keep students from dropping out once they are enrolled. And we strongly urge that the transfer rate between two- and four-year institutions be increased significantly for minority students.

"There is no other institution in the world more committed to the advancement of students than the community college."

We also recommend in our report that community colleges reaffirm their commitment to serve older, nontraditional students. And we recognize that the purpose of lifelong learning is not only for enrichment, but also for the advancement of the nation. To achieve this end, we call for a national program among community colleges to advance the civic education of adults. Lifelong learning is, we say, absolutely crucial if the spirit of nationhood is to be vitally sustained.

Next, the curriculum. We say in our report that language is the foundation for all future learning and we affirm that all community college students should become proficient in the written and spoken word.

We also call for a core of common learning. Specificially, we recommend that all community college students complete a general education curriculum to gain historical, social and ethical perspective, and we say that this curriculum should be integrated with technical and career programs. Indeed, helping students place their careers in broader context is one of the most important challenges community colleges confront as we approach the year 2000. A better blend of work and liberal education would help avoid what might be described as the "Boesky syndrome"– becoming proficient in technical skills but not guided by commitment or conscience.

We also give special priority to global education. Since man orbited into space, it has become dramatically apparent that we are all custodians of a single planet. And we say that if community college students do not become familiar with traditions and cultures other than their own, their capacity to live responsibly in our complex, interdependent world will be dangerously diminished.

Yesterday morning I left a new grandson in the jungles of Belize. I traveled a thousand miles and a thousand years – from a thatched hut in a remote Mayan village to the glitter of Las Vegas. As I rode first by boat, then by crowded bus held together by wire – filled with mothers holding their babies on their way to work – and then by plane at 30,000 feet, I was stuck once again by the connectedness of our planet. Despite all our economic, political, and geographic divisions, we are all still struggling to survive and live with civility and hope. The Commission concluded that through education, it is increasingly urgent that we learn to live with one another, and develop a perspective that is not just national, but global.

The Commission focused next on teaching and on learning which is, of course, at the heart of everything we do. And we asked, can the classroom be a community, where people talk to one another and consensus is reached? Can it be a place where teaching and learning can converge?

The vision of the classroom as a community of learning emerged as a centerplace in our report. We say, for example, that the community college should be the nation's premier teaching institution. And we endorse enthusiastically Pat Cross' seminal proposal that every teacher be a classroom researcher, actively involved in evaluating his or her own teaching even as it is taking place.

Early in our report we say, "excellence in teaching is the means by which the vitality of the community college is extended. Good teaching requires active learning in the classroom. It calls for a climate in which students are encouraged to

collaborate rather than compete." And we conclude that, "building communities through dedicated teaching is the vision of this report."

Looking to the year 2000, we believe technology will have an important role to fill. We recommend, for example, that every community college develop a campus-wide plan for the use of technology–for teaching as well as administration. We also propose incentive grants for faculty to use technology in teaching, and a clearinghouse for new software. And by the year 2000, we envision electronic classrooms that link community colleges from coast-to-coast.

We devote considerable time in our report to life outside the classroom. Is it realistic, we ask, to consider the college as something more than a network of unconnected classrooms, a place in which the whole is greater than the sum of its parts? We recognize that for the community college, overcoming fragmentation is not easy. Many part-time and older students are coming back to campus and we view with some concern the continuted growth of part-time faculty. All of these people have obligations, not only on the campus, but to family and often to other work as well. Students go to class, and then they are off to other tasks. Still, we conclude that if the true community of learning is to be sustained, a college must be held together by more than grades and parking problems.

Specifically, we recommend more support for counseling and guidance services, especially for part-time and evening students. We also say that community colleges have a special obligation to plan programs to break down the separations between the races, between young and old, and between the daytime and evening students. The goal must be to build bridges between the classroom and campus life, to find group activities, traditions and common values to be shared.

Finally, we talk about building community beyond the campus: partnerships with schools, with senior colleges, with business and industry. In his 1987 Harry S. Truman Lecture, John Gardner told AACJC that the community college can perform a "convening function," bringing together various segments of society for a serious discussion of community problems. "The college can, Gardner concludes, be a valuable forum–"a source of civic, cultural and economic renewal for the nation." As members of the Commission we would like to see community colleges not only coordinate economic renewal in their regions, but also organize town meetings to bring citizens together to discuss consequential issues.

At the end of our report, we say that for community colleges to fulfill all of these essential mandates, leadership is crucial. And the president is key–not only to manage, but to inspire.

We call for new models of campus governance and urge that the governing boards at community colleges be committed, not to special interests, but to the financial and educational advancement of the college. In this regard we call for the orientation and continuing education of all community college trustees.

Finally, we come back to students. Community colleges should help clarify their values and be prepared to participate effectively in civic life. This is essential–not just to the college–but to the country and the world as well.

Again, it is John Gardner who said, "a nation is never finished. You can't build it and leave it standing as the Pharaohs did the pyramids. It has to be recreated for each new generation."

It is the shared conviction of the Commission on the Future of Community Colleges that one of the most urgent challenges this nation now confronts is the reaffirmation of community in our midst. And in fulfilling this essential mission, community colleges have, we believe, a vital and increasingly essential role to play. This is the mandate as we move toward the year 2000 and beyond. ■

"Good teaching requires active learning in the classroom. It calls for a climate in which students are encouraged to collaborate rather than compete. And we conclude that building communities through dedicated teaching is the vision of this report."

A TOOL FOR INSTITUTIONAL SELF-ASSESSMENT

This instrument is offered as a tool to assist colleges in assessing their current status as related to the recommendations set out in **Building Communities: A Vision For A New Century.** Definitions for the rating are as follows:

Exemplary = Proven to be highly successful in meeting institutional goals. May be used as a national model.

Adequate = Meeting current needs, but must be improved and expanded upon.

Inadequate = Proven to be unsuccessful in meeting institutional goals. New directions and strategies are needed.

I. STUDENT AND FACULTY RECOMMENDATIONS

Community colleges should...	Our college is: Exemplary	Adequate	Inadequate
1. Vigorously reaffirm equality of opportunity as an essential goal.			
2. Develop an outreach plan for disadvantaged students, specifically including an Early Identification Program with surrounding schools, focusing first on junior high school students.			
3. Expand and improve outreach programs for adults, reaching such groups as displaced workers, single parents, and adults returning after military service.			
4. Develop a first-year retention program with orientation for all full-time, part-time, and evening students. Such a program would include advising, an "early warning" system, career counseling, and mentoring arrangements.			
5. Reduce, by 50 percent during the next decade, the number of students who fail to complete the program in which they are enrolled.			
6. Bring together older and younger students and those from different ethnic and racial backgrounds to enrich learning.			
7. Make a commitment to the recruitment and retention of top quality faculty and to the professional development of these colleagues.			
8. Increase the percentage of faculty members who are Black, Hispanic, and Asian, by identifying future teachers from among minority students in high schools and community colleges; and making graduate fellowships available to minority students who plan to teach in community colleges.			
9. Develop a faculty renewal plan, in consultation with the faculty, that includes campus workshops, faculty-led seminars, retreats, short-term leaves, and sabbaticals.			
10. Set aside at least two percent of the instructional budget for professional development, providing small grants to faculty members to improve teaching through an Innovative Teachers' Fund.			
11. Develop policies and programs for the selection, orientation, evaluation, and renewal of part-time faculty.			
12. Avoid the unrestrained expansion of part-time faculty and assure that the majority of credits awarded are earned in classes taught by full-time faculty.			

II. CURRICULUM RECOMMENDATIONS

Community colleges should . . .	Our college is: Exemplary	Adequate	Inadequate
13. Assess the reading, writing, and computational ability of all first-time community college students when they enroll.			
14. Place students who are not well prepared in an intensive developmental education program.			
15. Ensure that college students become proficient in the written and oral use of English, with all students completing a collegiate-level writing course.			
16. Teach oral and written communication in every class, with student enrollment in the basic English course restricted to no more than 50 students, and writing labs scheduled in sufficient blocks of time so that students may receive individual tutoring.			
17. Coordinate adult literacy programs as part of the public service mandate of the community college, urging that literacy responsibility be defined by statute at the state level.			
18. Require that all associate degree students complete a core curriculum that provides historical perspective, an understanding of our social institutions, knowledge of science and technology, and an appreciation of the visual and performing arts.			
19. Increase the impact of the core curriculum by presenting international perspectives in the curriculum, integrating the core into technical and career programs, and finding new ways to accomplish common learning goals for students enrolled in nondegree or part-time programs.			
20. Join with schools in 2+2 or 2+1 arrangements in which technical studies programs begun in high school are completed in a community college.			
21. Make experimental "inverted degree" models available in every state, through which specialized two-year programs would be followed by a general education sequence offered by a four-year institution.			
22. Insist that faculty close the gap between the so-called "liberal" and "useful" arts and that special attention be given to the selection of technical education faculty and administrators to assure that they can develop up-to-date programs that integrate the core curriculum and technical education.			
23. Insure the viability of the Associate of Applied Science Degree by giving attention to communication, computation, and problem-solving competencies in addition to technical education skills.			
24. Develop a clear agreement among faculty, students, and administrators on what portion of the core curriculum are to be included in technical education programs.			
25. Work with employers to develop a program of recurrent education to keep the workforce up-to-date and well-educated.			
26. Introduce all students to the concept of lifelong learning as part of the college orientation.			
27. Provide adult and continuing education programs that offer enrichment for citizens throughout their lives. Specifically, these programs need to draw upon the intellectual and cultural resources of the college; reflect both community college needs and the education traditions of the institution; and be coordinated with school, churches, and other groups to avoid unnecessary duplication.			
28. Emphasize civic literacy for adult continuing education programs by focusing on government, public policy, and contemporary issues.			

III. INSTRUCTION

Community colleges should...	Our college is: Exemplary	Adequate	Inadequate
29. Insist that good teaching is the hallmark of the community college movement, with students encouraged to be active, cooperative learners.			
30. Restrict class size in core curriculum and developmental courses; and encourage all faculty to teach core classes and continually strengthen the literacy skills of their students.			
31. Establish Distinguished Teaching Chairs or other appropriate recognitions for faculty who have demonstrated excellence in teaching.			
32. Promote the role of the faculty member as classroom researcher—focusing evaluation on instruction and making a clear connection between what the teacher teaches and how students learn.			
33. Develop a campus-wide plan for the use of computer technology in which educational and administrative applications are integrated.			
34. Develop incentive programs for faculty who wish to adapt educational technology to classroom needs.			
35. Establish a clearinghouse at AACJC to identify educational software of special value.			
36. Use technology to continue to extend the campus, providing instruction to the workplace, to schools, and to other community organizations.			
37. Explore new uses of technology to build a national network of community college educators who—through electronic networks, satellite classrooms and conferences—can transcend regionalism on consequential issues.			

IV. COLLEGE CAMPUS RECOMMENDATIONS

Community colleges should...	Our college is: Exemplary	Adequate	Inadequate
38. Build community beyond the classroom by strengthening the traditions of the college as a community of learning and making a full range of support services available to all students, even on weekends and evenings.			
39. Encourage counselors to work in close collaboration with faculty to build a learning community, with nonfaculty personnel also playing a strategic role in the building of community on campus.			
40. Insist that separation based on age, race, or ethnicity is not permitted and encourage collaboration between students with different backgrounds.			
41. Coordinate international activities—perhaps in a single office—using foreign students as campus resources for enriching student and faculty knowledge of other countries.			
42. Encourage student participation in community service programs and ask students who participate to write about their experiences.			

V. COMMUNITY PARTNERSHIP RECOMMENDATIONS

Community colleges should...	Our college is: Exemplary	Adequate	Inadequate
43. Organize school/college consortia, developing a plan for educational excellence, identifying at-risk youth in junior high school, providing enrichment programs that make it possible for such students to complete high school, and providing local high schools with information on the academic performance of their graduates who go to college.			
44. Strengthen the transfer function of the community college with more students urged to consider a baccalaureate degree program, and special commitment made to increasing transfer rates among Blacks and Hispanics.			
45. Insist on coherent two-year/four-year transfer arrangements in every state, including the coordination of academic calendars and common course numbering in general education sequences.			
46. Encourage decisionmakers to use community colleges as a major resource in promoting state or regional economic development.			
47. Establish regional clearinghouses to keep track of emerging workforce needs in areas served by the community colleges.			
48. Increase training partnerships and exchanges to provide continuing education opportunities for faculty and training/retraining for employers.			
49. Carefully integrate alliances with employers into existing community college programs and interests.			

VI. LEADERSHIP RECOMMENDATIONS

Community colleges should...	Our college is: Exemplary	Adequate	Inadequate
50. Develop strong presidential leaders who are able to inspire colleagues and convey a larger education vision.			
51. Collaborate with universities to prepare a new generation of community college presidents, with special effort given to increasing the number of women and minority leaders.			
52. See the president as the foremost advocate for teaching and learning at the colleges.			
53. Strengthen their governance by relying on a wide range of decision-making processes that include collective bargaining, faculty senates, effective committee structures, or other mechanisms.			
54. Make substantive leadership development experiences available for faculty and administrators at each community college, with faculty leaders encouraged to more actively participate in these processes.			
55. Refuse to confuse the role of the board of trustees with the role of internal governance; faculty, staff, and student representatives should not be appointed or elected to boards as voting members.			
56. Refuse to confuse the role of the board of trustees with the role of internal governance; faculty, staff, and student representatives should not be appointed or elected to boards as voting members.			
57. Assure that state funding formulas fully acknowledge the nature of services provided to part-time students and the level of support required to serve unprepared students.			
58. Urge corporations, private foundations, and philanthropies to remove policies that restrict or prohibit giving to community colleges.			
59. Encourage business and industry to help underwrite start-up costs of technical programs in emerging and fast-changing technologies.			

VII. ASSESSMENT RECOMMENDATIONS

Community colleges should...	Our college is: Exemplary	Adequate	Inadequate
60. Stress classroom evaluation as the central assessment activity of the colleges.			
61. Develop a campus-wide assessment of institutional effectiveness with faculty and administrators involved in explicitly defining educational outcomes.			
62. Insist that college-wide assessment measure student competence in literacy, general education, and an area of specialization.			
63. Conduct periodic interviews or surveys of current students, graduates, and employers of graduates to help determine institutional effectiveness.			

COMMENTS:

BUILDING COMMUNITIES: PRIORITY RECOMMENDATIONS

During July 1988, AACJC surveyed 150 prominent community college leaders, asking them to prioritize the 63 recommendations made by the Commission on the Future of Community Colleges in its report, *Building Communities*. For each recommendation, the study participants were asked to rank, on a one to five scale (1 = low; 5 = high), the relative priority of the recommendation as it relates to the work of local colleges, state agencies, and AACJC. A total of 126 survey instruments were returned, and the survey responses were used to assign a priority score to each of the Commission's recommendations.

This report summarizes findings as they relate to priorities for local colleges. Because 126 responses were received, the score assigned to each recommendation could range anywhere from a low of 126 (126 × 1) to a high of 630 (126 × 5). The recommendations were rank ordered on the basis of their scores. Findings are presented here for the entire set of 63 recommendations as well as for the seven categories in which the recommendations were grouped.

Top 20 Recommendations for Local Colleges*

Recommendation #	Score	
29.	**557**	Insist that good teaching is the hallmark of the community college movement, with students encouraged to be active, cooperative learners.
7.	**550**	Make a commitment to the recruitment and retention of top quality faculty and to the professional development of these colleagues.
13.	**543**	Assess the reading, writing, and computational ability of all first-time community college students when they enroll.
4.	**539**	Develop a first-year retention program with orientation for all full-time, part-time and evening students. Such a program would include advising, an early warning system, career counseling, and mentoring arrangements.
15.	**539**	Ensure that college students become proficient in the written and oral use of English, with all students completing a collegiate-level writing course.
1.	**535**	Vigorously reaffirm equality of opportunity as an essential goal.
61.	**528**	Develop a campus-wide assessment of institutional effectiveness with faculty and administrators involved in explicitly defining educational outcomes.
14.	**528**	Place students who are not well prepared in an intensive developmental education program.
63.	**527**	Conduct periodic interviews or surveys of current students, graduates, and employers of graduates, and employers of graduates to help determine institutional effectiveness.

*In descending order of priority score

Prepared by Jim Palmer, Vice President for Communications, American Association of Community and Junior Colleges.

Recommendation #	Score	
9.	521	Develop a faculty renewal plan, in consultation with the faculty, that includes campus workshops, faculty-led seminars, retreats, short-term leaves, and sabbaticals.
18.	519	Require that all associate degree students complete a core curriculum that provides historical perspective, an understanding of our social institutions, knowledge of science and technology, and an appreciation of the visual and performing arts.
25.	518	Work with employers to develop a program of recurrent education to keep the workforce up-to-date and well-educated.
46.	517	Encourage decisionmakers to use community colleges as a major resource in promoting state or regional economic development.
52.	516	See the president as the foremost advocate for teaching and learning at the colleges.
20.	513	Join with schools in 2+2 or 2+1 arrangements in which technical studies programs begun in high school are completed in a community college.
40.	507	Insist that separation based on age, race, or ethnicity is not permitted and encourage collaboration between students with different backgrounds.
2.	507	Develop an outreach plan for disadvantaged students, specifically including an early identification program with surrounding schools, focusing first on junior high school students.
23.	507	Insure the viability of the Associate of Applied Science Degree by giving attention to communication, computation, and problem-solving competencies in addition to technical education skills.
62.	506	Insist that college-wide assessment measure student competence in literacy, general education, and an area of specialization.
3.	439	Expand and improve outreach programs for adults, reaching such groups as displaced workers, single parents, and adults returning after military service.

Top 20 Recommendations for State Agencies

Recommendation #	Score	
57.	539	Assure that state funding formulas fully acknowledge the nature of services provided to part-time students and the level of support required to serve unprepared students.
46.	535	Encourage decisionmakers to use community colleges as a major resource in promoting state or regional economic development.
1.	532	Vigorously reaffirm equality of opportunity as an essential goal.
45.	501	Insist on coherent two-year/four-year transfer arrangements in every state, including the coordination of academic calendars and common course numbering in general education sequences.
17.	496	Coordinate adult literacy programs as part of the public service mandate of the community college, urging that literacy responsibility be defined by statute at the state level.
59.	495	Encourage business and industry to help underwrite start-up costs of technical programs in emerging and fast-changing technologies.
58.	491	Urge corporations, private foundations, and philanthropies to remove policies that restrict or prohibit giving to community colleges.
44.	491	Strengthen the transfer function of the community college with more students urged to consider a baccalaureate degree program, and special commitment made to increasing transfer rates among Blacks and Hispanics.
51.	481	Collaborate with universities to prepare a new generation of community college presidents, with special effort given to increasing the number of women and minority leaders.
56.	479	Refuse to confuse the role of the board of trustees with the role of internal governance; faculty, staff, and student representatives should not be appointed or elected to boards as voting members.
8.	478	Increase the percentage of faculty members who are Black, Hispanic, and Asian, by identifying future teachers from among minority students in high schools and community colleges; and making graduate fellowships available to minority students who plan to teach in community colleges.
52.	471	See the president as the foremost advocate for teaching and learning at the colleges.
50.	470	Develop strong presidential leaders who are able to inspire colleagues and convey a larger education vision.
7.	468	Make a commitment to the recruitment and retention of top quality faculty and to the professional development of these colleagues.

Recommendation #	Score	
29.	464	Insist that good teaching is the hallmark of the community college movement, with students encouraged to be active, cooperative learners.
25.	464	Work with employers to develop a program of recurrent education to keep the workforce up-to-date and well-educated.
47.	459	Establish regional clearinghouses to keep track of emerging workforce needs in areas served by the community colleges.
48.	457	Increase training partnerships and exchanges to provide continuing education opportunities for faculty and training/retraining for employees.
20.	451	Join with schools in 2+2 or 2+1 arrangements in which technical studies programs begun in high school are completed in a community college.
18.	450	Require that all associate degree students complete a core curriculum that provides historical perspective, an understanding of our social institutions, knowledge of science and technology, and an appreciation of the visual and performing arts.

Top 20 Recommendations for AACJC

An analysis of the 20 items receiving the highest scores reveals that the respondents want AACJC to work on several areas:

- Leadership development, both for presidents and trustees.
- Equal opportunity for minorities and women, both in terms of educational opportunity for students and the recruitment of women and minority faculty and administrators.
- Institutional advancement and resource development.
- Promoting the community college role as a community resource, both for economic development and adult literacy.
- Fostering excellence in teaching and serving as a community resource, both for economic development and adult literacy.
- Strengthening tranfer ties with four-year institutions.
- Promoting opportunities for faculty upgrading and development.

Recommendation #	Score	
50.	544	Develop strong presidential leaders who are able to inspire colleagues and convey a larger educational vision.
58.	541	Urge corporations, private foundations, and philanthropies to remove policies that restrict or prohibit giving to community colleges.
1.	533	Vigorously reaffirm equality of opportunity as an essential goal.
46.	520	Encourage decisionmakers to use community colleges as a major resource in promoting state or regional economic development.
59.	501	Encourage business and industry to help underwrite start-up costs of technical programs in emerging and fast-changing technologies.
51.	500	Collaborate with universities to prepare a new generation of community college presidents, with special effort given to increasing the number of women and minority leaders.
37.	493	Explore new uses of technology to build a national network of community college educators who–through electronic networks, satellite classrooms and conferences–can transcend regionalism on consequential isues.
52.	485	See the president as the foremost advocate for teaching and learning at the colleges.
35.	474	Establish a clearinghouse at AACJC to identify educational software of special value.
55.	468	Strengthen the role of community college trustees by stressing their role in selecting an effective leader and defining and monitoring institutional goals, and by expanding the professional development of community college trustees.
29.	466	Insist that good teaching is the hallmark of the community college movement, with students encouraged to be active, cooperative learners.

Recommendation #	Score	
57.	452	Assure that state funding formulas fully acknowledge the nature of services provided to part-time students and the level of support required to serve unprepared students.
56.	439	Refuse to confuse the role of the board of trustees with the role of internal governance; faculty, staff, and student representatives should not be appointed or elected to boards as voting members.
45.	436	Insist on coherent two-year/four-year transfer arrangements in every state, including the coordination of academic calendars and common course numbering in general education sequences.
44.	426	Strengthen the transfer function of the community college with more students urged to consider a baccalaureate degree program, and special commitment made to increasing transfer rates among Blacks and Hispanics.
47.	420	Establish regional clearinghouses to keep track of emerging workforce needs in areas served by the community colleges.
8.	416	Increase the percentage of faculty members who are Black, Hispanic, and Asian, by identifying future teachers from among minority students in high schools and community colleges; and making graduate fellowships available to minority students who plan to teach in community colleges.
48.	413	Increase training partnerships and exchanges to provide continuing education opportunities for faculty and training/retraining for employees.
17.	406	Coordinate adult literacy programs as part of the public service mandate of the community college, urging that literacy responsibility be defined by statute at the state level.
40.	405	Insist that separation based on age, race or ethnicity is not permitted and encourage collaboration between students with different backgrounds.

BUILDING COMMUNITIES: A SAMPLING OF CAMPUS AND SYSTEM INITIATIVES

Across the nation, community, technical, and junior colleges and state systems have initiated a variety of significant activities in response to the AACJC Futures Commission report. These vigorous follow-up efforts reflect a determination on the part of these institutions that *Building Communities* not be "just another report" that gathers dust on bookshelves; rather, AACJC, the Futures Commission, and AACJC member institutions affirm that the success of the Commission's work will be most significantly revealed in the extent to which its findings and recommendations have a substantive impact on the programs and practices of individual community colleges as they prepare for a new century.

Since *Building Communities* was published, numerous colleges and professional associations have used the report as the basis for conferences, retreats, faculty convocations, and campus/community discussions. Sample descriptions of state and local follow-up activities are provided below.

State Initiatives

- *North Carolina Community College System*
  Under the leadership of Robert Scott, President, the North Carolina colleges celebrated the system's 25th anniversary with a conference and teleconference, using *Building Communities* as the focus for statewide discussion and featuring Futures Commission Chair Ernest Boyer as keynote speaker. Building upon its recent emphasis on short- and long-range planning for the system's 58 colleges, the North Carolina State Board of Community Colleges has appointed a special blue-ribbon commission to continue the planning effort. For more information, contact the North Carolina Department of Community Colleges, Public Affairs Office, 200 W. Jones Street, Raleigh, NC 27603-1337.

- *University of Kentucky Community College System*
  Another silver anniversary celebration and "look to the future" is underway in Kentucky, under the leadership of system Chancellor Charles Wethington. In that state, a panel of leaders representing college administrators and faculties, local college advisory boards, business, industry, education, and government is being brought together to chart a course for the future. *Building Communities*, together with other documents on demographic trends and economic development, will serve as a basis for the group's deliberations.

- *Iowa Community Colleges*
  In Iowa, the state Department of Education has issued new guidelines for "annual visits" to area colleges, based on the recommendations of a planning committee composed of the current and past presidents of the Iowa Association of Community College Presidents and representatives of the Regent Committee on Educational Relations. According to the new plan, emphasis for the 1988-89 annual visits will be on the relevance to Iowa's area colleges of the AACJC Futures Commission report. The focal point, both for the 1988-89 annual visits and for the annual progress report required from each college, will be the twenty recommendations included in *Building Communities*, chapter III, "Curriculum: From Literacy to Lifelong Education." This initiative complements the recent work of the Iowa Association of Community College Trustees, which has produced "Common Bonds," a strategic plan for the state's 15 area community colleges.

- *Virginia Community College System*
  The VCCS, with leadership from Chancellor J.F. Hockaday, is looking to the future in several ways. Early this fall,

Prepared by Kay M. McClenney Educational Consultant, Evergreen, Colorado

"The Committee of 100" will come together from across Virginia to discuss the *Building Communities* report and the future of Virginia community colleges. A call for papers has gone out to all 23 Virginia community colleges, and papers will be reviewed by The Committee of 100. The Committee consists of all Virginia college presidents, business and industry representatives, state government agency officers, and staff representing elected state officials. Also, a steering committee of VCCS representatives is planning a spring charette and a publication, *Toward the Year 2000: The Future of the VCCS;* and the annual VCCS meeting will focus on the Futures Commission report.

- *Illinois Community College Board*
  David R. Pierce, Executive Director of the ICCB, reports that Illinois community colleges are being encouraged to study the Futures Commission report and to seriously consider its implications for local institutions. Pierce, a member of the Commission, has been active in discussing the report with college personnel and is leading similar discussions about implementation strategies at the state level.

- *Ohio Community Colleges*
  All Ohio two-year colleges and the Ohio Board of Regents recently sponsored a conference on "Communities." David H. Ponitz, AACJC Board Chair, ex officio member of the Futures Commission and President, Sinclair Community College, joined Nolen M. Ellison, Commission member and chief executive of Cuyahoga Community College District, to lead a discussion on the themes and ideas presented in the Futures Commission report.

- *Congress of Connecticut Community Colleges*
  At its 14th Annual Leadership Conference, the "4Cs" heard a keynote presentation on the Commission report. Panelists responding to the presentation included community representatives, a state legislator, a local college leader, and Andrew McKirdy, Executive Director, Board of Trustees, Connecticut Regional Community Colleges.

College Initiatives

- *Washtenaw Community College, Michigan*
  A Commission on the Future of Washtenaw Community College has been established under the leadership of Gunder Myran, President. The Commission is composed of a cross-section of constituents, and is charged to prepare a report to be presented to the Board of Trustees, recommending strategic directions through the year 2000. Using the experience of the AACJC Futures Commission as a model, and tailoring that model to address local needs, the WCC Commission will focus on broad, future-oriented issues that will impact the institution's development in its second 20 years. The WCC Commission's report and recommendations will provide the basis for strategic and operational planning and for the college's self-study for reaffirmation of accreditation by North Central Association of Colleges and Schools.

- *Western Wisconsin Technical College*
  Building Communities is a living document at WWTC. All Board members and all college staff members have received copies of the report. The administrative staff, led by Beverly Simone, District Director, has provided a status report on each recommendation to the Board and the Board is using that information to revise its strategic plan. The 1988-89 college goals reflect several key emphases of the Commission report. The President's annual goals are also directly tied to the document. All staff in-service conducted prior to the beginning of the school year was focused on the *Building Communities* report and WWTC's related activities. Specifically, the college conducted

a program entitled "Share the Vision" which included an overview of the report by Simone, a member of the Futures Commission. The overview was followed by presentations by six faculty and staff members who focused on WWTC's progress in the following specific areas highlighted in the Commission report: WWTC students, WWTC teachers as classroom researchers, leadership (faculty, staff and trustees), and equality of opportunity.

- *Dundalk Community College, Maryland*
  With leadership provided by Martha Smith, President, a task force at Dundalk Community College has completed an institutional audit to determine the institution's status regarding the implementation (i.e., current, planned, or proposed) of each recommendation in the Futures Commission report. In a meeting of the college community, a second step was taken when each person present was asked to describe in one sentence his or her individual purpose in relationship to the purpose of college. These written statements are being reviewed to determine predominant themes and to analyze the extent to which perceptions are consistent with a sense of building communities. Because Dundalk is beginning implementation of recommendations resulting from a recent campus-wide study on learning excellence, the college now embraces the challenge of integration—building on the strengths of the excellence study, the institutional audit, the purpose statements, and the Futures Commission report. Additional ideas being explored include developing "building community forums" for a variety of community audiences, designing a "building communities student orientation presentation," and incorporating the "building communities vision" into the institution's strategic planning process.

- *Midlands Technical College, South Carolina*
  A few months prior to the publication of the Futures Commission report, Midlands Technical College, with leadership from James L. Hudgins, President, completed its *Vision for Excellence* and companion *Strategic Plan*. Subsequently, a thorough analysis of *Building Communities* produced a comparision of the college plans with the recommendations of the AACJC Futures Commission. Citing a startling incidence of "matching dreams," the report on the MTC "Response to the Commission on the Future of Community Colleges" identifies both distinctive accomplishments of the college and areas where planning goals and/or implementation strategies might be strengthened.

- *Broward Community College, Florida*
  Shortly after *Building Communities* was released, the report was used as the basis for discussion and creative thinking at a mission retreat for all Broward Community College administrators, faculty, and development officers. Ideas produced at the retreat provided the content of a report summarizing the themes as well as strategies for reaching goals. Following further study and reaction by faculty and staff, a new mission statement will be created. According to Broward President Willis Holcombe, the Commission report and the retreat document are key resources in an intensive effort to re-evaluate the purposes, strategies, and programs of the college.

- *Kalamazoo Valley Community College, Michigan*
  All KVCC faculty, staff, and administrators were provided copies of *Building Communities* to read and study during the summer. President Marilyn Schlack reports that during the fall, a document which specifies pertinent themes, goals, and strategic plans for the local institutions will be produced.

- *Kirkwood Community College, Iowa*
  Plans are underway at Kirkwood Community College, with leadership from Norman Nielsen, President, for a spring conference based upon the Futures Commission report. The conference results will be a publication involving not only Kirkwood staff but also the state university in the region, three private baccalaureate institutions, and local high schools. The sharing of ideas and dreams for the future is a promising outcome for these discussions among the educational institutions of the Cedar Rapids region.

- *Waukesha County Technical College, Wisconsin*
  Richard Anderson, District Director, has led the college in initiating a "community awareness" campaign to highlight the Commission report. Efforts include work with the local media, discussion of the report at the board of trustees' annual retreat, and development of a process for study and implementation of Commission recommendations.

- *Eastern Iowa Community College District and Black Hawk College, Illinois*
  In a cooperative effort, John Blong, Chancellor of the Eastern Iowa Community College District and Herbert Lyon, Chancellor of Black Hawk College, scheduled a joint news conference to publicize the *Building Communities* report. In addition, members of the Futures Commission were invited to join in a panel discussion of the report's implications for local colleges.

- *Central Community College, Nebraska*
  A Carl Perkins grant has been received to support development of three levels of futuristic research related to the curriculum of Central Community College under the leadership of Joseph W. Pruesser, President. In the summer of 1987, business and general education faculty met to discuss core curricula and future goals of the college. Recently, trade and industrial faculty used the Futures Commission report as a basis for discussion on future curriculum; and next summer, the health occupation faculty will hold further discussions of curriculum and the future of the college, using *Building Communities* as a reference guide.

- *El Centro College, Texas*
  Through the efforts of administrators, faculty, and staff, El Centro College has designed a new program of professional development for all employees. The program addresses many of the issues highlighted in the Futures Commission report. Citing the Commission's assertion that "community must be defined not only as a region to be served, but also as a climate to be created." President Wright L. Lassister, Jr. targets the creation of that climate as El Centro College's objective through this plan for development of "our most important resource – people."

CALL TO ACTION: COMMISSION PERSPECTIVES

The Commission on the Future of Community Colleges is composed of distinguished leaders representing community colleges, universities, state education agencies, legislatures, and other organizations concerned with higher education. Through 18 months of study and debate, the Commissioners forged a shared vision for the future of community colleges; and through their recent speeches to colleges and conferences across the country, the Commissioners have communicated both that collective vision and their own unique perspectives. Following are brief excerpts from a sample of those speeches.

Terry O'Banion
Executive Director, The League for Innovation in the Community College
The community college may be the only social institution in modern times that provides opportunities for diverse elements of American society to come together. Churches tend to be segregated along racial and economic lines, as do service clubs and political parties. The family as a social institution has lost much of its impact on bringing the old and the young together. Universities are often segregated along economic and social lines and sometimes on intellectual ability. Even high schools do not represent the major elements of a community, especially those over age eighteen.

Perhaps only theatres and K-Marts remain as a place for the old and the young, black and white, poor and rich, to mingle; however, these are not educational institutions. The community college is one of the few, if not the only, remaining social melting pot in American culture with an educational purpose. If this society is to have any chance to build community, the community college is that last best chance. *(From speeches presented at William Rainey Harper College, Macomb Community College, and Midlands Technical College.)*

Joyce S. Tsunoda
Chancellor, University of Hawaii Community College System
What needs to be done? How do we build a national community amidst such great diversities? The answer, we believe, lies within us. Building community must begin with us, each individual and at each community college. "If the college itself is not held together by a larger vision, if trustees, administrators, faculty, and students are not inspired by purposes that go beyond credits and credentials, the community college will be unable to build effective networks of collaboration beyond the campus. If the college itself is not a model community, it cannot advocate community to other." (Commission report, p. 7)

. . .How do you rate yourself and your own colleges and your respective districts in terms of this climate of "partnership?" Do you feel that you have this bond of shared common mission with your administrators and faculty? Do you feel good about your own readiness to help build a community, first within your own institution, and then within this. . .state of yours, teeming with diversity and opportunities waiting to happen? Start with yourselves. Start with your college and extend the network of partnerships statewide. You *can make a difference. (From a speech to the Conference of California Community College Trustees, May 28, 1988.)*

Wilhelmina R. Delco
Chair, Higher Education Committee, House of Representatives, State of Texas
Boasting of the fact that community colleges have open admission policies has come to be like the fine print on the bottom of most company stationery that says, "We are an equal opportunity employer." It's down there, and you can't really say they don't have it because it's right there on the stationery, but it really doesn't mean a whole lot. Why not?

Prepared by Kay M. McClenney

Because...we're already dealing with the young people and middle-aged people and, in fact, the older people who are already motivated.

And yet our challenge goes deeper than that. Our challenge extends to those people who do not identify with community colleges but whom this country urgently needs in order to move to the future. These include the young people who are having babies and those horrible drop-out statistics...How do you recruit that core of students? That is the challenge of community colleges...

But getting the youngsters, or middle-aged people, there by whatever means is not enough. The second big step has to be retention. The answer to retention...is clearly financial aid. It's clearly counseling and remediation. It's clearly peer tutoring and telling students that if it was important enough to bring them here, it's also important enough to keep them here. *(From AACJC's Third Annual Harry S. Truman Lecture, February 1, 1988.)*

Lawrence W. Tyree
Chancellor, Dallas County Community College District
In the curriculum section of the Futures Commission report, we identify building blocks of content–beginning with literacy, moving next to a core general education curriculum, then to preparation for work, and ending with strategies for providing continuity through lifelong learning...What does this content emphasis say about the building of community? The Commission believes the following things: that what we teach is a picture of what we value and how, indeed, we serve our students. That if the curriculum is too fragmented and learning becomes too compartmentalized, that community is lost because there is no coherence. And, more practically, this emphasis suggests that if faculty work mainly within departments, if administrators are removed from instruction, and students are not able to see connections or place their learning in perspective, then fragmentation grows and we all become more isolated.

Sometimes what we teach is like a kaleidoscope–bits of brightly colored glass that make a momentarily beautiful picture that, unfortunately, can never be duplicated. But what we teach needs to be more like a story, an experience with a beginning, a middle and an end – rich in connections and moments of "Aha," because that is what comes with the telling of a story. *(From a presentation to the Washington/Idaho Community College Association, August 9, 1988.)*

Beverly S. Simone
District Director, Western Wisconsin Technical College
Building Communities: A Vision for a New Century is a deceptively simple document. Although it reads easily and advocates many activities already in place in some two-year colleges, the report also raises serious policy and procedural questions. The answers to these questions may be diverse, but they must be profound. The answers, revealed most significantly in the future-oriented plans, decisions, and actions of two-year colleges, should advance effective public policy, enhance instructional quality while maximizing educational opportunity, and develop stronger communities, both within and outside our colleges. Artificial barriers to lifelong learning must be removed, while stronger partnerships with business, labor, government, and education should be advanced. In building those partnerships, our shared aspiration is to ensure that students can most effectively and efficiently participate in high quality education throughout their lifetimes. *(From presentations to a number of colleges and professional organizations across the country.)*

K. Patricia Cross

University of California, Berkeley

If community college teachers are to establish their distinction as knowledgeable scholars and practitioners about the educative processes of teaching and learning, it is important that we understand how classroom research can serve as one avenue to carving out this area of expertise for community colleges... Classroom research is the systematic observation by classroom teachers of student's learning as it takes place in their classrooms. It calls for sensitivity, insight, and knowledge of the problems encountered by students as they attempt to learn a particular subject matter. It does not call for sophisticated research design, statistics, or complex analysis of data. The purpose of classroom research is to provide immediate information and insight about the effectiveness of instruction – in short, about how much of what is taught is being learned. The premise of classroom research is that as teachers become aware of the impact of their own teaching on students' learning, they can make appropriate modifications while learning is in progress...

If we as educators are in the business of educating students, then the effectiveness of our colleges must be judged by how well students are learning. Everyone who works in a community college is charged with contributing to an environment that is conducive to learning, but the major responsibility for teaching so as to cause learning lies with community college teachers. *(From a speech to the Conference on Institutional Effectiveness in the Community College, sponsored by the League for Innovation in the Community College, July 18, 1988.)*

Marvin Feldman

President, Fashion Institute of Technology

There is no question that community colleges should continue to offer excellent technical and career-related programs...But I think it's increasingly evident that job training alone is not enough for the students of today and tomorrow. We cannot afford to ignore broader educational goals. To do so is to fail in our responsibility to our students, to compromise our integrity and to seriously limit our value to our communities and the nation. The vocational function of the community and technical colleges is indeed essential, but it must not be isolated from its larger context – the social, political, economic, technological, historical, cultural and – not least – ethical and moral – forces that in large part determine the nature of work, and the meaning of work, for each of us. Education must provide students with not just skills, but an appreciation of the connections between what they learn and how they live.

I think we must help our students to become not just trained workers but educated citizens who are full and responsible participants in society...citizens who think clearly and critically about the issues that affect their lives, who are knowledgeable about the world beyond their own back yard, who can communicate and cooperate with others. I hope we can help them to be citizens who not only find fulfilling work but lead fulfilling lives after work. And I believe it would be a glorious achievement if we could help each of them to become the kind of citizen who reveres the human heritage and works to realize the common goals that bind together every person on our small and fragile planet. *(From a speech to the Annual Vocational Conference, University of Nebraska, August 8, 1988.)*

BUILDING COMMUNITIES: RESOURCES

PUBLICATIONS

Provided below are references to selected publications which offer diverse perspectives on a variety of issues addressed in the report of the Commission on the Future of Community Colleges. The list is by no means comprehensive, and interested individuals are strongly encouraged to pursue other sources of research and guidance.

Adelman, Clifford (ed.). *Assessment in American Higher Education*. Washington, DC: Department of Education, 1986.

Adelman, Clifford (ed.). *Performance and Judgment: Essays on Principles and Practice in the Assessment of College Student Learning*. Washington, DC: Department of Education, 1988.

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Astin, Alexander W. "Competition or Cooperation? Teaching Teamwork as a Basic Skill," *Change*, 19:5, September/October, 1987, 12-19.

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Butts, Freeman R. *The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century*. Calabasas, CA: Center for Civic Education, 1988.

Commission on Minority Participation in Education and American Life. *One-Third of a Nation*. Washington, DC: American Council on Education and Education Commission of the States, May, 1988.

Commission on Small and/or Rural Community Colleges. *Small-Rural Community Colleges*. Washington, DC: AACJC, 1988.

Committee for Economic Development. *Children in Need*. New York: Committee for Economic Development, 1987.

Cross, K. Patricia and Angelo, Thomas. *Classroom Techniques: A Handbook for Faculty*. Ann Arbor: University of Michigan, NCRIPTAL, 1988.

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Education Commission of the States and The State Higher Education Executive Officers. *Focus on Minorities: Trends in Higher Education Participation and Success*. Denver: Education Commission of the States, 1987.

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Hodgkinson, Harold L. *All One System: Demographics of Education, Kindergarten through Graduate School*. Washington, DC: Institute for Educational Leadership, Inc., 1985.

Hutchings, Pat, and Elaine Reuben, "Faculty Voices on Assessment," *Change*, 20:4 July/August, 1988, 48-55.

Johnston, William B. *Workforce 2000: Work and Workers for the 21st Century*. Indianapolis: Hudson Institute, 1987.

Mathews David. *The Promise of Democracy*. Dayton, OH: Kettering Foundation, 1988.

Miami-Dade Community College. *Window on Learning*. ½" videotape available for $50.00 (includes postage and handling) from Product Development & Distribution, Miami-Dade Community College, 11011 S.W. 104 Street, Miami, Florida 33176.

O'Banion, Terry (ed.). *Innovation in the Community College*. New York: MacMillan Publishing Co., in press.

Palmer, Parker J. "Community, Conflict, and Ways of Knowing," *Change*, 19:5, September/October, 1987.

Parnell, Dale. *The Neglected Majority*. Washington, DC: AACJC Community College Press, 1985.

Richardson, Richard C. and Bender, Louis W. *Fostering Minority Access and Achievement in Higher Education*. San Francisco: Jossey-Bass, 1987.

Roueche, John E. and Baker, George A. III. *Access and Excellence*. Washington, DC: AACJC Community College Press, 1987.

Roueche, John E., Baker, George A. III, and Roueche, Suanne D. "Open Door or Revolving Door?" AACJC *Journal*, April/May, 1987, 22-26.

Prepared by Kay M. McClenney

Study Group on the Conditions of Excellence in American Higher Education. *Involvement in Learning.* Washington, DC: National Institute of Education, 1984.

Urban Community Colleges Commission. *Minorities in Urban Community Colleges: Tomorrow's Students Today.* Washington, DC: AACJC, 1988.

Wattenbarger, James L. and Mercer, Sherry L. *Financing Community Colleges 1988.* Washington, DC: AACJC, 1988.

Whipple, William R. "Collaborative Learning," AAHE *Bulletin*, 40:2, October, 1987, 3-7.

OTHER RESOURCES

AACJC 69th Annual Convention, March 29-April 1, 1989, Washington, DC. The convention theme is "Building for a New Century." Curriculum tracks and content sessions will address major issues in the *Building Communities* report; and a general session will highlight follow-up work by the Commission and AACJC. For information, contact the Office of Professional Services, AACJC, One Dupont Circle N.W., Suite 410, Washington, DC 20036-1176 or call (202) 293-7050.

Commisson on the Future of Community Colleges, Dr. Nancy Armes, Executive Director, c/o Dallas County Community College District, 701 Elm, Suite 520, Dallas, TX 75202. (214) 746-2062. For assistance with requests for speeches or program presentations by members of the Futures Commission.

Commission on the Bicentennial of the U.S. Constitution, 808 17th St. NW, Washington, DC 20006. (202) 653-5174. For information on campus programs and competitive grants focused on Constitutional issues and civic literacy.

Council for the Advancement of Citizenship (CAC), Diane U. Eisenberg, Executive Director, 1724 Massachusetts Ave. Suite 300, Washington, DC 20036. (202) 857-0580. CAC is a citizenship education information clearinghouse offering publications, conferences, resources and other civic literacy services to members.

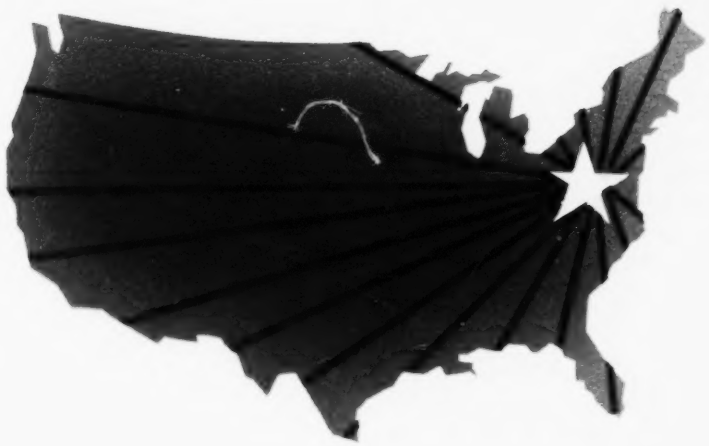
The League for Innovation in the Community College, Don Doucette, Associate Direcor and Editor, 25431 Cabot Road, Suite 203, Laguna Hills, CA 92653. (714) 855-0710. For information about *Leadership Abstracts*, a new publication produced jointly by the League and the University of Texas Community College Leadership Program, with support from the W.K. Kellogg Foundation.

National Institute for Staff and Organization Development (NISOD), Dr. Suanne Roueche, Director, Education Building 348, University of Texas, Austin, TX 78712. (512) 471-7545. For information regarding subscriptions to *Innovation Abstracts*, registration for the 1989 NISOD Conference on Teaching Excellence, and/or NISOD membership.

National Issues Forums (NIF), 100 Commons Rd. Dayton, OH 45459. NIF is a nationwide discussion program on critical public policy issues. Each year these issue discussion guides are prepared to serve as the basis for community forums and study circles convened by community colleges and other community-based educational and civic groups. For information contact Dr. Jon Rye Kinghorn, National Issues Forum Coordinator, 1-800-433-7834.

Plan Now to Attend the

69th Annual AACJC Convention



Building For A New Century

March 29-April 1, 1989
Washington, D.C.

The annual meeting of the American Association of Community and Junior Colleges is the largest professional development meeting for community college leaders. This year's convention program will be based on five categories of professional growth curriculum tracks highlighted in the Futures Commission report, *Building Communities: A Vision For A New Century.* These curriculum tracks are:

- Institutional Issues
- Partnerships for Learning
- Curriculum and Instruction: From Literacy to Lifelong Education
- The Classroom and College as Community
- Connections Beyond the College

For registration information, contact Wenda Tucker, AACJC Business Office, (202) 293-7050.

American Association of Community and Junior Colleges

AACJC

AACJC National Video Teleconference

THE AMERICAN SEMINAR V

BUILDING COMMUNITIES

A Vision For A New Century

First 100 Colleges to Register:

Alpena Community College
Amarillo College
Austin Community College (TX)
Austin Community College (MN)
Black Hawk College
Blue Mountain Community College
Brevard Community College
Bucks County Community College
Central Arizona College
Central Florida Community College
College of Dupage
College of Southern Idaho
College of The Mainland
Columbia State Community College
Columbus State Community College
Community College of Aurora
County College of Morris
Cumberland County College
Dabney S. Lancaster Community College
Dallas County Community College District
Delaware Technical and Community College
Des Moines Area Community College
Diablo Valley College
Dundalk Community College
Dutchess Community College
Eastern Maine Vocational Technical Institute
Edison Community College
Elgin Community College
Erie Community College (SUNY)
Essex Community College
Gateway Technical College
Gloucester County College
Gogebic Community College
Herkimer County Community College
Highland Park Community College
Houston Community College System
Indian River Community College
Iowa Lakes Community College
Itawamba Community College
Jackson Community College
John A. Logan College
John Tyler Community College
Joliet Junior College
Kirkwood Community College
Kishwaukee College
Lake Michigan College
Lincoln Land Community College
Massachusetts Bay Community College
Massasoit Community College
McHenry County College
McLennan Community College
Mercer County Community College
Meridian Community College
Mid-Michigan Community College
Mid-Plains Community College
Mississippi County Community College
Mohawk Valley Community College
Montcalm Community College
Morgan Community College
Nashville State Technical Institute
New Mexico State University–Dona Ana
North Arkansas Community College
North Central Technical College
North Harris County College
North Iowa Area Community College
Northeast Iowa Technical Institute
Northeast Wisconsin Technical College
Northern Maine Vocational Technical Institute
Oakland Community College
Parkland College
Phoenix College
Piedmont Technical College
Pima Community College
Portland Community College
Saddleback College
Salt Lake City Community College
San Joaquin Delta College
San Juan College
Sauk Valley Community College
Schoolcraft College
Sierra College
Sinclair Community College
Skagit Valley College
South Mountain Community College
South Puget Sound Community College
Southeastern Community College
Southwestern Michigan College
Springfield Technical Community College
Tarrant County Junior College District–South
Three Rivers Community College
University of Cincinnati–University College
University of Hawaii Community College system
University of Minnesota Technical College–Crookston
Valencia College
Walters State Community College
Waukesha Community College
Washtenaw Community College
Westark Community College
Westmoreland County Community College
Wilkes Community College

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